



NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Missouri Southern State University

Program Title: Administration, Elementary and Secondary

Degree/Certificate: Master of Science in Education – School Administration

Options: NA

Delivery Site(s): MSSU Campus, 3950 E. Newman Rd., Joplin, MO 64801

CIP Classification: 13.0401

*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory highered.mo.gov/ProgramInventory/search.jsp

Implementation Date: Fall 2015

Cooperative Partners: NA

*If this is a collaborative program, form CL must be included with this proposal

AUTHORIZATION:

Dr. Alan Marble, President

A handwritten signature in dark ink, appearing to read "Alan D. Marble".

11-25-14

Name/Title of Institutional Officer

Signature

Date

Crystal Lemmons, Assistant VPAA

417.625.9592

Person to Contact for More Information

Telephone

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Form NP – New Program Proposal



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	0	0	0	0	0
Part Time	6	7	8	9	10
Total	6	7	8	9	10

Please provide a rationale regarding how student enrollment projections were calculated:

These projections were derived in part from survey data provided by graduates (practicing teachers) and assistant superintendents within our service region. Enrollment projections are conservatively being based on approximately twenty-five percent of our current undergraduate program completers per semester. Through recruitment it is our goal to enroll a greater number than the totals from above. Enrollment will not be capped in the future.

Provide a **rationale** for proposing this program, including **evidence of market demand and societal need supported by research**:

The Department of Teacher Education presently offers only a baccalaureate degree programs in elementary, middle school, secondary, and K-12 education. With approximately 600 majors and 125 graduates annually, the Teacher Education Department has one of the largest degree programs at MSSU. With a 100% graduate pass rate on the PRAXIS exam, more than 90% of our graduates are employed or continuing their education. The long term success of our undergraduate program has created a dedicated pool of alumni seeking to continue their education. Two essential outcomes of our Conceptual Framework are to promote teachers as researchers and lifelong learners. Therefore a high number of our graduates go on to pursue their graduate degree. Given the interest represented in alumni and assistant superintendent surveys; there is a need for a master's degree program in education. Survey question one by assistant superintendents in our service area showed 100% responded with a moderate to great need for a

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Form SE - Student Enrollment Projections



Master's program in administration here at MSSU. Our request to offer this to our region has grown from comments and suggestions from currently enrolled students, K-12 administrators, alumni, and current teachers for a graduate program in teaching taught by MSSU professors via a delivery method of online and face-to-face interaction. It is important to note that within our service region the nearest institution in Missouri offering Masters Degrees is an hour to hour and a half away (75-100 hundred miles). There is a great need for MSSU to provide this educational service for our region of SW Missouri. This region, mostly rural, consists of a fourteen county area from the Arkansas, Oklahoma, and Kansas borders. The constraints on both the teachers' time and money could be alleviated by providing this degree and classes close to home. In Missouri an estimated 4,455 students graduate from teaching schools every year. There are 57 teaching schools in Missouri if you are interested in pursuing credentials in the field of teaching. Tuition at Missouri's teaching schools is approximately \$11,261 per year for a degree in teaching. For many of our graduates the distance, tuition, and flexibility of scheduling are factors which often prevent them from pursuing a master's degree. Tuition at MSSU has always been the lowest tier for public 4 year institutions. Our ability to deliver a high quality program at a modest cost is an important variable to our population of students.

Market Demand

Employment of elementary, middle, and high school principals is projected to grow by 10 percent from 2010 to 2020, about as fast as the average for all occupations. Growth is expected due to increases in enrollment (Bureau of Labor Statistics). In a report commissioned by the Wallace Foundation in 2010 found that leadership is second only to classroom instruction as an influence on student learning. More recently, the Wallace Foundation has determined that effective principals are "leaders of learning" with five key responsibilities within their schools:

- Shaping a vision of academic success for all students
- Creating a climate hospitable to education
- Cultivating leadership in others
- Improving instruction
- Managing people, data, and processes.

Studies often show the poorest and lowest-performing schools have the least-experienced principals and struggle with high turnover in leadership. With increased accountability, research has shown that school leaders are critical to improving instruction and student achievement. Effective school leaders focus their work on the core issues of teaching and learning and school improvement. Many school districts face a severe shortage of educational leaders as a result of many factors, including retirement and principals choosing to leave the profession due to job pressures and lack of incentives. Additionally, many potential leaders are choosing not to apply for openings, thus creating a shallow applicant pool. Successful schools require leaders who are able to perform at optimum levels, and who have the knowledge, skills, and dispositions to meet complex challenges. Since some high-shortage areas have been forced to hire teachers and administrators without certifications preference is given to teachers with a Master of Arts in

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Teaching, a Master of Education or a similar graduate degree. Securing a master's degree in administration can equate to greater incentives and more leadership opportunities.

In our service area, smaller, rural school districts teachers can be at a disadvantage when it comes to the logistics of working on advanced degrees. Administrators are typically required to serve as a coach and/or sponsor several extracurricular activities, both because the school district has to provide the activities and because the principals use these additional assignments to supplement salaries that are typically lower than salaries in the larger, suburban districts. The constraints on both the principals' time and money could be at least somewhat alleviated by providing the classes 'close to home'. School district salary schedules typically provide for additional salary for those who move over on the schedule by completing a graduate degree.

In June 2010, Senate Bill 291 was passed, directing public school districts in Missouri to adopt teaching standards. While the districts are responsible for actually adopting standards, the Department of Elementary and Secondary Education was given the task of offering model standards for districts to use. The standards are based on theories of teaching and leading and indicate that effective educators are caring, reflective practitioners and **lifelong learners**. These educators continuously acquire new knowledge and skills and are constantly seeking to improve their practice to provide high academic achievement for all students. The positive impact of a strong principal, who has created a caring and ambitious school learning community, will serve to retain new teachers and advance their development. Such principals have strong instructional backgrounds and focus on the learning that is happening in each and every classroom—both from the aspects of the teachers and the students.

Societal Need

Despite efforts to help beginning teachers succeed, many still experience problems, ranging from feelings of isolation to lack of support from experienced teachers and administrators. The result is that nearly 50% of potentially talented and creative teachers leave the profession within five years.

Further research exploring the effects of mentoring and targeted feedback as they relate to improved performance and self-esteem for beginning teachers has the potential to support principals in developing building level induction, mentoring, and supervision programs that work to retain teachers. The principal is in a unique position to provide a strong link between a teacher's beliefs and the skills they are based upon because they have had diverse experiences within the teaching profession. Wood (2005) highlighted the importance of principals in teacher induction and notes that they may play several integral roles including culture builder, instructional leader, and coordinator/facilitator of mentors, recruiter, and novice teacher advocate/retainer.

Principals often use their wisdom and professional experience to provide development activities that directly relate to the needs of each individual teacher. Conversely, teachers may have a false

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sense of self through lack of sufficient and appropriate feedback and support at the school and classroom level. Thus, the principal plays a vital role in the growth and professional development of early career teachers. This new development has created a great need for highly trained principals and school administrators.

Therefore, principals and other building level administrators must be provided with a curriculum and training program that provides greater depth and thoroughness with the design of being the school's instructional leader and mentor for novice teachers. By providing this mode of training the effect can produce positive results on a building's teaching staff, with the advantage that teachers who remain will have been nurtured and feel a greater investment in the school as well as the teaching profession. The MSSU curriculum will require that principal candidates receive a "significant part" of their training through clinical preparation that partners the principal candidate with a mentor principal.

Methodology

Projections were made based on an analysis of survey data, prior experience in offering new programs, and changes in demographic structure of the area in the past decade.

During the fall of 2014, an e-mail survey of the 57 area administrators who are members of the Southwest Center for Educational Excellence was conducted. The administrators identified a need for a Master's program in Administration, with 93% responding "yes". Hybrid was the delivery methodology of choice for 70% of the administrators surveyed. Results are reported in Appendix A.

Administrators were asked about the need for a PK-12 administrator applicant pool in their district. Seventy-seven percent responded with an average to a high need to build an applicant pool of future administrators for their district (Appendix B). Of the respondents 88% would recommend our program to their colleagues (Appendix C).



PROGRAM STRUCTURE

A. Total credits required for graduation: 36 credit hours

B. Residency requirements, if any: None

C. General education: Total credits: 15 credit hours

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title
EDUC 601	3	Current Issues
EDUC 645	3	Improvement of Instruction
EDUC 635	3	School Law
EDUC 650	3	Research Design
EDUC 605	3	Educational Technology

D. Major requirements: Total credits: 17 credit hours

Course Number	Credits	Course Title
EDUC 603	3	Foundation of School Administration
EDUC 633	3	Administration Leadership
EDUC 640	3	Curriculum Construction
EDUC 627	3	School Supervision
EDUC 623	3	Ethics and Policy in School Leadership
EDUC 607	2	Leadership Capstone

E. Free elective credits:

4 credit hours from one of the following concentrations:

CONCENTRATION: Elementary School Administration

Required Courses:

- EDUC 665 Elementary School Administration (2 credit hours)
- EDUC 668 Internship in Elementary School Administration (1 credit hour - fall)
- EDUC 657 Internship in Elementary School Administration (1 credit hour – spring)

CONCENTRATION: Secondary School Administration

Required Courses:

- EDUC 667 Secondary School Administration (2 credit hours)
- EDUC 669 Internship in Secondary School Administration (1 credit hour - fall)
- EDUC 670 Internship in Secondary School Administration (1 credit hour – spring)

(Sum of C, D, and E should equal A.)

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F. Requirements for thesis, internship or other capstone experience:
Portfolio (MoSPE Standards)

G. Any unique features such as interdepartmental cooperation:

The MSSU School of Education collaborates with our regional professional development center. The Southwest Center for Education Excellence recently received a federal grant to support professional development for effective Principal leadership. Project LINC has six goals established in an effort to improve leadership skills for principals. Goal 1 and Goal 2 relates to increasing the number of principals and assistant principals that meet the ISSLC Standards and who are hired and retained in a high need LEA.

The Missouri Leader Standards convey the expectations of performance for professional leaders in Missouri. The standards are based on the national Interstate Leaders Licensure Consortium (ISLLC) Standards which emphasize the leader as a competent manager and instructional leader who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students. **Thus these standards recognize that leaders continuously develop knowledge and skills.** Therefore the Missouri Leader Standards employ a developmental sequence to define a professional continuum that illustrates how a leader's knowledge and skills mature and strengthen throughout their career. Professionals in school leadership positions are expected to exercise good professional judgment and to use these standards to inform and improve their own practice.

Standard #1 Vision, Mission, and Goals

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Quality Indicator 1: Establish the Vision, Mission and Goals

Quality Indicator 2: Implement the Vision, Mission and Goals

Standard #2 Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans for staff.

Quality Indicator 1: Promote Positive School Culture

Quality Indicator 2: Provide an Effective Instructional Program

Quality Indicator 3: Ensure Continuous Professional Learning

Standard #3 Management of Organizational Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel, and resources in a way that promotes a safe, efficient, and effective learning environment.

Quality Indicator 1: Manage the Organizational Structure

Quality Indicator 2: Lead Personnel

Quality Indicator 3: Manage Resources Missouri Leader Standards June 2013

Standard #4 Collaboration with Families and Stakeholders

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Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Quality Indicator 1: Collaborate with Families and Other Community Members

Quality Indicator 2: Respond to Community Interests and Needs

Quality Indicator 3: Mobilize Community Resources

Standard #5 Ethics and Integrity

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

Quality Indicator 1: Personal and Professional Responsibility

Standard #6 Professional Development

Education leaders have the knowledge and ability to ensure the success of all students by remaining current on best practices in education administration and school-related areas as evidenced in his/her annual professional development plan.

Quality Indicator 1: Increase knowledge and skills based on best practices

Rubric for Professional Leaders in Missouri

The Professional Continuum of the Missouri Leader: The following descriptions apply to all indicators found in the standards: Candidate: #C#) This level describes the performance expected of a potential leader enrolled in an approved education administration program at a college, university, or state-approved alternate pathway. Content knowledge and leadership skills are being developed through a progression of planned and supervised clinical experiences.	Emerging Leader: #E#) This level describes the performance expected of a new leader as they assume an administrative position or new assignment. Base knowledge and skills are applied as they assume the leadership position and begin to advance student growth and achievement.	Developing Leader: #D#) This level describes the performance expected of a leader early in their assignment as the leadership content, knowledge and skills that he/she possesses continue to develop by encounters with new experiences and expectations in the classroom, school, district, and community and they continue to advance student growth and achievement.	Proficient Leader: #P#) This level describes the performance expected of a career, professional leader who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement.	Distinguished Leader: #S#) This level describes the career, professional leader whose performance exceeds proficiency and contributes to the professional community while consistently advancing student growth and achievement. The distinguished leader is not only a leader in the school, but also the district and broader professional community.
Indicator Terminology • Has knowledge of • Demonstrate understanding • Recognize	Indicator Terminology • Apply/Implement • Identify • Learn about • Review • Explore • Support existing • Demonstrate/Exhibit	Indicator Terminology • Collaboratively identify • Operationalize • Monitor/Analyze • Promote • Build/Create • Implement/Use • Maintain	Indicator Terminology • Communicate • Monitor/Analyze • Evaluate/Modify • Institute • Identify • Act on • Develop	Indicator Terminology • Evaluate/Modify • Continuously monitor • Conduct • Have systems • Sustain • Determine/Utilize • Model

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PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Missouri Southern State University
Program Name Master of Science in Education – School Administration (Elementary & Secondary)
Date 11/25/14

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.
 1. A minimum overall grade point average of 3.00 on the undergraduate transcript.
 2. GRE combined score of 280 on the verbal and quantitative sections (previously 700 combined), 3.5 on the writing sample section and two years certified teaching experience.
 3. Pass the supervised writing assessment conducted by the Department of Teacher Education during the first semester of enrollment.
- Characteristics of a specific population to be served, if applicable.
Those needing expertise in school administration

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
Faculty who teach in this graduate programs will be both full-time and part-time faculty members who possess terminal degrees in the appropriate discipline or a minimum of 60 graduate hours of work, suitable experience, and specific qualifications for teaching primarily graduate level courses.
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.
25% of the graduate course work will be taught by full-time faculty; 75% will be taught by part-time faculty



- Expectations for professional activities, special student contact, teaching/learning innovation.
Faculty will be required to act as academic advisors and mentors to participating students. In addition, faculty will be expected to prepare multi-mode course materials, participate in university service activities, and perform scholarly activities.

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
At the end of five years, we would expect to have at least 18 FTE students.
- Percent of full time and part time enrollment by the end of five years.
This program is designed primarily for the part-time student. We expect that 75% of our enrollment at the end of five years will be part-time students with 25% full-time. Students in this program will be full-time practitioners (teachers).

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
At three years: 7-10 graduates; At five years: 14-18 graduates
- Special skills specific to the program.
A minimum of two years of classroom experience is required.
- Proportion of students who will achieve licensing, certification, or registration.
100% of completers will be eligible to take the Missouri Administrator's Certification Exam.
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
An Initial Administrator Certificate is the first certificate a new administrator receives. Completion of a master's degree or higher in educational administration from a college or university having an educational administration degree program approved by the Missouri Department of Elementary and Secondary Education is required. The applicant must have a recommendation for certification from the designated official for educational administration at the college or university where the program was completed. The applicant must also obtain Missouri's passing score on the appropriate assessments. DESE competencies have been used to design this program.

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- Placement rates in related fields, in other fields, unemployed.
At least 90% of graduates will be employed in PK-12 Schools or a related field.
- Transfer rates, continuous study.
We do not anticipate transfer rates; students will progress through the program in cohorts.

5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. **If there are no plans to seek specialized accreditation, please provide a rationale.**

This program is included in the Missouri Southern State University teacher education unit that is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Department of Elementary & Secondary Education (DESE).

6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*.
Alumni will be surveyed by mail or e-mail for the first three years following graduation.
Satisfaction rates similar to the high rates given to the undergraduate programs in teacher education are expected.
- Expected satisfaction rates for employers, including timing and method of surveys.
Employers will be surveyed by mail or e-mail for the first three years after graduation.
Satisfaction rates similar to the high rates given to the undergraduate programs in teacher education are expected.



7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.




Missouri Southern State University is a state-supported, comprehensive university offering programs leading to undergraduate and graduate degrees. Central to our mission is a strong commitment to international education, liberal arts, professional and pre-professional programs, and the complementary relationship that must exist among them to prepare individuals for success in careers and lifelong learning. Missouri Southern can offer this graduate program with substantial resource savings to our students in terms of travel and expense, not only by the advantageous location of the institution, but also by hybrid and distance education course delivery. Above all, it provides the opportunity for area in-service teachers to obtain appropriate credentials for administration, particularly in our rural communities which are otherwise severely limited in resources for these types of programs.

Appendix A

2. Do you believe it would be beneficial for MSSU to offer a Master of Science in PK-12 Administration?




#	Answer		Response	%
1	Yes		53	93%
2	No		4	7%
Total			57	100%

12. What would be the preferred method of delivery for a Master of Science in PK-12 Administration degree?

#	Answer		Response	%
1	Seated (face to face instruction) only		6	11%
2	Hybrid (part seated instruction/part on-line instruction)		39	70%
3	On-line instruction only		11	20%
Total			56	100%

Appendix B

5. Describe the need for a PK-12 administrator applicant pool in your district.

#	Answer		Response	%
1	High		13	22%
2	Average		32	55%
3	Low		13	22%
Total			58	100%

Appendix C

MSSU Teacher Education Graduate Program

Would you recommend MSSU to a friend?

Answer Options	Response Percent
Yes	88.1%
No	12.5%
Other (please specify)	

